

Regions of Contemporary Art as Learning Spaces

Code: 106074
ECTS Credits: 6

Degree	Type	Year	Semester
2500797 Early Childhood Education	OT	4	0
2500798 Primary Education	OT	4	0

The proposed teaching and assessment methodology that appear in the guide may be subject to changes as a result of the restrictions to face-to-face class attendance imposed by the health authorities.

Contact

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Use of Languages

Principal working language: catalan (cat)
Some groups entirely in English: No
Some groups entirely in Catalan: Yes
Some groups entirely in Spanish: No

Prerequisites

To take this subject, it is recommended to have passed the compulsory subjects in the area, the EP Degree and .
This subject is part of the mention of PERFORMATIVE ARTS EDUCATION

Objectives and Contextualisation

Learn the educational potential of different types of cultural institutions: museums, art centers, galleries, etc.
Access resources for educational intervention from arts education.
Create synergies between educational institutions and cultural institutions.

Competences

Early Childhood Education

- Acquire habits and skills for cooperative and autonomous learning and promote the same in pupils.
- Analyse and recognize one's own socio-emotional skills (in terms of strengths, potentials and weaknesses) to develop those necessary for work and professional development.
- Consider classroom practical work to innovate and improve teaching.
- Design and regulate learning spaces in diverse contexts which attend to the particular issues of pupils regarding gender equality, equity and respect for human rights.
- Express other languages and use them for educational purposes: corporal, musical, audiovisual.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.
- Work in teams and with teams (in the same field or interdisciplinary).

Primary Education

- Analyse and recognise one's own socio-emotional skills (in terms of strengths, potentialities and weaknesses), to develop those that they are necessary for professional development.
- Design, plan and evaluate education and learning processes, both individually and in collaboration with other teachers and professionals at the centre.
- Maintain a critical and autonomous relationship with respect to knowledge, values and public, social and private institutions.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.
- Work in teams and with teams (in the same field or interdisciplinary).

Learning Outcomes

1. Be open to signs of aesthetic, social and cultural changes that make it possible to avoid aesthetic or didactic stereotypes.
2. Demonstrate capacity for creation and reflection in carrying out artistic projects.
3. Demonstrate competence in the comprehension and dissemination of the different artistic manifestations in different communicative and multicultural formats.
4. Demonstrate competence in understanding and disseminating the various manifestations of art in different communicative and multicultural formats.
5. Displaying creative and reflective capabilities in the implementation of art projects.
6. Express critical and objective arguments with respect to the functions and tasks performed by social institutions.
7. Guide parents regarding family education in the 0-6 period.
8. Have knowledge of the appropriate digital technology for artistic practice.
9. Have the capacity to organize both personal and group work to perform the tasks required of the subject.

Content

BLOCK I. CULTURAL DIMENSION

- 1.1. Different types of cultural institutions: museum, art center, production
- 1.2. The museum as a source of resources and didactic strategies for art
- 1.3. EA models in the museum field: VTH (Visual Thinking Strategies), vi
- 1.4. The Departments of Education of the museums in the city of Barcelona

BLOCK II: PRODUCTIVE DIMENSION

- 2.1. Execution of educational projects based on artistic productions in museums

BLOCK III. DIDACTIC DIMENSION

- 3.1. Museum-school relationship: activities, resources, etc.
- 3.2. The work of art and its didactic applications in the museum field.
- 3.3. Exhibitions of artistic works at school.

Methodology

The development of the subject will be carried out through methodological dynamics of the PERFORMATIVE EDUCATION

All the sessions will be face-to-face (review schedule), and there will be some outings to cultural institutions in Barcelona. The proposed teaching methodology and assessment may undergo some changes. Learning activities:

SELF-EMPLOYED Design and creation of educational interventions. Theoretical reflections. DIRECTED General

Our teaching approach and assessment procedures may be altered if public Health authorities impose new restrictions on public gatherings for COVID-19

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Individual and group work	50	2	9, 8, 1, 6, 5, 4
sessions	50	2	9, 6, 5, 4
Type: Supervised			
oral presentations and tutorials	40	1.6	9, 8, 1, 6, 4

Assessment

One of the necessary criteria to pass this subject will be to show, throughout the course, that the student has dev
It is also necessary that the student shows a good general communicativ
Class attendance is mandatory: the student must attend a minimum of 8(
The evaluation activities will be of different formats: written works, oral pr

Block I assessment activities will be handed in one month after the start of the course. The works of Blocks II and

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
1. Individual work: cultural context	20%	2	0.08	9, 1, 4, 3
2. Group work: productive dimension	40%	4	0.16	9, 8, 1, 5, 2
3. Individual work: didactic dimension	40%	4	0.16	7, 9, 1, 6, 3

Bibliography

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HUERTA, R., DE LA CALLE, R. (ed.) (2008). *Mentes sensibles. Investigar en educación y museos*, Valencia: Universitat de Valencia Didàctica en institucions artístiques 2012 - 2013 3

LIDON BELTRAN,C.(ed.) (2005) *Educación como mediación en centros de arte contemporáneo*, Salamanca: Universidad de Salamanca

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SANDELL, R. (ed.). (2002). *Museums, Society, Inequality*. Oxon: Routledge

Software

WE WILL NOT USE ANY SPECIFIC SOFTWARE